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ABSTRACT

In many respects, the United States itself is the school of the migrant child, and local, state and federal agencies must share the responsibility for educating such children. However, setting up a migrant education program on a local scale is both complicated and technical. The Oklahoma Department of Education designed a handbook that would provide a broad overview of the Migrant Education program in Oklahoma and across the nation and assist local educational agency administrators in determining the feasibility of migrant education programs in their districts. The handbook discusses the importance of migratory workers to the state's economy; the special problems of the migratory child (i.e., lack of stability, low self esteem, and nutritional, medical and dental needs); and the national and state goals of migrant education. A chapter on program participation outlines steps to follow in applying for a project and tells how to plan a migrant project. The handbook discusses advisory committees, needs assessment, identification and recruitment of children, and program needs, and describes resource surveys, the Migrant Student Record Transfer System, performance objectives, program emphasis, and evaluation. A chapter on program implementation explores staff development, use of teacher aides, supportive services, and supplementary educational materials available from the state migrant lab. Appended are copies of the eligibility, enrollment, and program application forms. (DS)

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OKLAHOMA
TITLE I MIGRANT EDUCATION
HANDBOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1979

MIGRANT EDUCATION HANDBOOK

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FOREWORD

This handbook contains information related to migrant education programs and is designed to assist local educational agency (LEA) administrators in determining the feasibility of such programs in their districts. It is not law, nor does it represent State Board policy. Personnel responsible for operating migrant programs in LEAs or studying the development of migrant programs will hopefully find this material helpful during planning, implementation and evaluation of migrant projects.

Since the migrant education programs are funded through amendments to ESEA Title I, many of the same policies and guidelines apply to both programs. Amendments made by P.L. 93-380, and P.L. 95-561 also apply to migrant education. Therefore, this handbook will not repeat the rules and regulations presented in the Oklahoma State Department publication, Title I Regulations and Guidelines for Local Educational Agencies.

Persons with responsibilities for migrant programs should be familiar with the rules and regulations for Title I and also the contents of this handbook. Obviously, not all questions can be anticipated and/or answered in this handbook. Therefore, if you have unanswered questions related to migrant programs, please direct them to the State Migrant Education Administrative Officer, State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma 73105. Telephone (405) 521-2847.

INTRODUCTION

From an agricultural standpoint, Oklahoma ranks in the top ten in production of a number of crops such as wheat, rye, sorghum for grain, cotton lint, alfalfa seed, peanuts, broomcorn and pecans. In addition to these major crops, there are many others produced on a smaller scale. The 1970 census indicated 81.8 percent of the land was utilized for farm activity. Obviously, Oklahoma is one of the major agricultural states. Even with the mechanization of many farming operations, the diverse variety of agricultural activity in the state automatically creates a need for a temporary work force to plant, work and harvest the various crops. This offers seasonal employment opportunities to migrant workers in many parts of the State, especially during harvest season.

The migrant farm worker is essential to the economy of the state. Crops such as wheat, cotton, peanuts, potatoes, broomcorn and fruits require intense labor at the time of harvest. Farmers would be unable to produce the needed crops without additional help provided by migrant workers. Oftentimes there is somewhat of a tendency on the part of laymen to think that the migrant agricultural worker's job is an unimportant one; whereas, on the contrary, without them our nation could not be fed.

Another kind of migrant worker in Oklahoma is the unskilled individual without permanent employment who has established a home in Oklahoma but is forced to continually search for a job comparable to his skills. These migrants are classified as homebound or five-year. Often, these individuals will travel from one school district to another or from one state to another to work for short periods of time in

agricultural or fishery activities. They usually stay in the state a few months. This search for work sometimes becomes a total family project and extends over a long period of time. Oklahoma's basic migrant program makes efforts to work with the children of these workers in a tutorial program that encompasses reading, math, oral English, cultural development, testing, social studies, health, nutrition and general counseling.

MIGRANT CHILDREN

Along with the movement of migratory workers come children of various ages. Many of these children are educationally deprived due to several cumulative factors. Probably the major contributing factors are the lack of stability (not being in one community or school very long) and low socioeconomic status. The children are also likely to exhibit low self-esteem and little motivation. In addition, many of these children have other unmet needs, such as food, adequate clothing, medical and dental care--factors which within themselves are of such magnitude as to make learning in school difficult. Often, the older children in the family are required to work or care for the younger children and cannot attend school on a regular basis. This increases their tendency to drop formal education completely.

The lifestyle of the migrant worker creates conditions which are not conducive to educational achievement of the children. The low income automatically deprives many of the children of necessities such as adequate nutrition, clothing, dental care and health services. Compounding these problems is the fact that the migrant student is often required to move from school to school as his family follows the harvest. This transient lifestyle is accompanied by inadequate housing which creates a poor environment for studying. The composite of all the inhibiting factors makes an obstacle which limits the educational opportunity of migrant children.

In more recent years, the improved pay, healthier living conditions, and increased educational opportunity are among the changes which are resolving many of the problems associated with migrant families.

No doubt, Oklahoma educators want to be a part of this coordinated effort to ensure a relevant and equal educational opportunity for children of migrant farm workers.

MIGRANT EDUCATION

The children of migrant farm workers are among the most educationally disadvantaged youngsters of our schools today. Identification of migratory children and development of programs to serve their needs have received considerable emphasis across the nation. It is receiving greater emphasis in Oklahoma where it is hoped that the overall program can be expanded and improved upon to include the entire state geographically.

This is the era of categorical funding of educational programs. This is occurring because educators, concerned citizens and politicians are striving to find ways of providing all citizens the opportunity to more fully participate in the United States' society. Numerous educational programs have been funded to meet the needs of specific segments of the population. Therefore, it is no surprise that a special emphasis has been placed on improving the educational opportunity of migrant children.

In many respects, the entire United States is the school of the migrant child. For that reason, educators across the nation must work toward cooperative programs so that the children of migrant families are assured a continuous pattern of educational development wherever they go. The U.S. Office of Education has made significant progress in coordinating and implementing migrant programs and the Migrant Student Record Transfer System throughout the United States.

Title I of the Elementary and Secondary Education Act of 1965 is specifically designed to help educationally deprived children. It was amended by P.L. 89-750 in 1966 to include the children of migratory agricultural workers. Public Law 93-380 (Part 116d) of 1974 further amended it to include children of migratory fishermen and to require the use of the Migrant Student Record Transfer System. P.L. 95-561 in November, 1978 amended the act even further to clarify existing provisions.

NATIONAL GOALS OF MIGRANT EDUCATION

The education of migrant children is a shared responsibility of local, state, and federal agencies. This includes the U.S. Office of Education. Having a good set of goals and working toward a common set of goals should be the aim of all migrant education programs. With this in mind, a set of eleven goals were developed by a committee of migrant state directors in 1971. These goals were distributed, reviewed, and favorably voted upon at the National Migrant Conference held at Virginia Beach, Virginia, May 13-17, 1979. Implementation of the goals will vary with situations and conditions which exist in each state and local district; however, the goals are outlined as follows:

The SEA will provide:

1. Specifically-designed curricular programs in academic disciplines and vocational education based upon migrant children's assessed needs.

2. Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life.

3. Communication skills programs which utilized migrant children's linguistic and cultural backgrounds.

4. Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services.

5. Programs developed through interagency coordination at the federal, state, and local levels.

6. A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills.

7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor, and affective domains.

8. A component to properly identify and enroll all eligible migrant children.

9. Preschool and Kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success.

10. For the establishment of dissemination policies and procedures. For the development and evaluation of dissemination materials which will promote an awareness of:

    A. Program intent;

    B. Intra-and interstate program development;

    C. Contribution of migrants to the community; and

    D. Total effect of the program.

11. The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:

    A. The development of a system which should facilitate the exchange of methods, concepts, and materials; and

    B. The effective use of the MSRTS component for inter-and intrastate communication in the exchange of student records.

STATE GOALS FOR MIGRANT EDUCATION

1. To identify every child who can be legally described as a "migratory child" and involve them in a migrant program.

2. To identify and recruit every child who can be legally described as a "migratory child" and enter useful information in the National Migrant Student Record Transfer System.

3. To assist all agencies concerned with migrant education to properly utilize MSRTS data in order to minimize repetitious services and to enhance continuity in the instructional and supportive programs for migrant children.

4. To establish migrant programs where there are pockets of concentration of eligible children.

5. To improve migrant programs through pre-service and in-service training of program staff.

6. To improve migrant education programs by conducting assessment of needs and evaluation procedures that are consistent with State and National goals.

7. To improve migrant education through continual updating of services and involving others in planning for Migrant Program changes.

DEFINITIONS

"Agricultural Activity" means any activity related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence; any activity directly related to the cultivation or harvesting of trees; or any activity directly related to fish farms.

"Currently migratory child" means a child whose parent or guardian is a migratory agricultural worker or a migratory fisher who has within the past 12 months moved from one school district to another or has moved from one state to another in order to enable the child, the child's parent or guardian to obtain temporary or seasonal employment in an agricultural or fishing activity. There are two categories of currently migratory children:

1) Interstate migratory child - A child who has moved with a parent or guardian within the past year from one state to another in order to enable the person to obtain temporary or seasonal employment in an agricultural or fishing activity.

2) Intrastate migratory child - A child who has moved with a parent or guardian within the past year from one school district to another in order to enable the person to obtain temporary or seasonal employment in an agricultural or fishing activity.

"Fishing Activity" means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence.

"Formerly Migratory Child" means a child who was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child; lives in an area served by a migrant education project; and has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

"Guardian" means a person who has been appointed to be the legal guardian of the child through formal proceedings in accordance with State law; or a person who the SEA determines would be appointed to be the legal guardian of the child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or a person standing in the place of a parent to the child.

"Migratory Agricultural Worker" means a person who has moved within the past 12 months from one school district to another or has moved from one state to another in order to enable them to obtain temporary or seasonal employment in an agricultural activity.

"Migratory Fisher" means a person who has moved within the past 12 months from one school district to another or has moved from one state to another in order to enable them to obtain temporary or seasonal employment in a fishing activity.

"Operating Agency" means an LEA to which the SEA makes a subgrant of migrant education funds; or a public or nonprofit agency with which an SEA makes a special arrangement to carry out a migrant education project.

"Project" means one or a set of activities that is composed of instructional services or supporting services as explained in 116d.38; is provided by an SEA directly through an LEA, or through a public or nonprofit private agency to migratory children living in a particular area of the state; is designed to meet the objectives of a State program under 116d.32(e).

"State Program" means an overall plan for services, activities, personnel, and materials included in an SEA's application for a grant under 116d.3 to meet the special educational needs of migratory children.

PROGRAM PARTICIPATION

Steps to Successful Applications

Should the presence of migrants in a community give cause to wonder if a district has an educational problem related to migrants or could qualify for a project, the following steps should be taken. As each step if taken, an evaluation of the information or evidence found should be made before taking the next step.

1. Read this handbook completely.
2. Survey students in the school district to determine the number of students who might possibly qualify as migrants.
3. Seek technical assistance from the Oklahoma State Department of Education, Migrant Section, in the form of application blanks, enrollment forms, parental approval forms and guidelines or consultant help. (See Appendices A, B and C for form samples).
4. Establish a Migrant Program Advisory Committee for the district.
5. Establish a Migrant Parent Advisory Committee for the district.
6. Conduct a needs assessment by first, reviewing the district needs assessment under the accountability plan; second, making a special study of migrant students; and third, surveying the resource of the district for supporting a migrant project.
7. Determine priorities for a migrant project by involving staff, Migrant Program Advisory Committee, Parent Advisory Committee, and others as desired.
8. Fill out school information form (eligibility form) Appendix A. List all children in a family on the eligibility form according to classification or migratory status as defined. Obtain

signature of person getting information. Obtain signature of migrant parent. Signature of parent(s) or guardian(s) indicates parental approval for their child to participate in a migrant program and that they have had the program explained to them. The signature further indicates that the parent(s) or guardian(s) has given their permission for their child or children to be placed on the Migrant Student Record Transfer System (MSRTS) data base. The participating LEA is required to make a written record of the basis on which the child's eligibility was determined. Therefore, they may keep a copy of the eligibility form on file to serve as the written record (See Appendix A). If the LEA does not wish to file the eligibility form as a written record, it must make its own written record form.

9. Fill out Terminal Operator Information Form (Migrant Enrollment Form M-4). Fill out one copy for each student being enrolled. Mail copies of the M-4 forms to the Terminal Operator. (See Appendix B).
10. Plan project to meet the needs of migrant students.
11. Fill out Application for Grant and submit to the Oklahoma State Department of Education, Migrant Section. (See Appendix C).
12. Upon approval, implement project as planned.

Technical Assistance

The State Department of Education, Migrant Section, provides forms, applications and guidelines. It processes all matters related to Migrant Education programs in Oklahoma school districts. Because of its experience, the State Department of Education may be able to give considerable help to a district seriously considering a migrant program for the first time. If problems should arise anywhere in the process, a call to (405) 521-2847 to the Administrative Officer of Migrant Education would get consultant help on the way. The coordinator can also recommend local projects currently in progress if you wish to view a migrant project first hand.

PROGRAM PLANNING

The first step in planning a migrant project for an operating agency or an LEA is to gain an understanding of the area's present and future needs. In the case of a migrant program, the goals of migrant education as expressed on preceding pages should be studied and discussed.

In the program, after the presence of migrant students has been affirmed, the first step should be to appoint an advisory committee.

Parent Advisory Committee

In the early stages of the planning process, and continuing for the life of the project, the LEA is required to establish a Migrant Program Parent Advisory Committee for the district. The application submitted by the LEA shall demonstrate that the Parent Committee has, as a majority of its members, parents of migrant children who know the needs of migratory children. The members shall be parents of children who were, or will be served by the project. The Parent Advisory

Committee should have the opportunity to actively provide input into the needs assessment, identifying priorities and evaluation of the project.

Needs Assessment

Using the goals of migrant education as a reference point and the advice of the Migrant Program Parent Advisory Committee, the LEA administrator should conduct a valid needs assessment to determine the number of eligible children and the special educational needs of the migrant children attending the LEA.

In Oklahoma, funds for operation of the migrant education programs are provided by P.L. 89-750, as amended by P.L. 93-380 and P.L. 95-561. Therefore, the criteria for determining what children are eligible for migrant programs is based on the Federal Regulations published by the U.S. Office of Education. The following information provides a basis for identifying migrant children and developing projects.

Minimum Number of Students Required

To qualify for federal funds to implement a migrant program, an LEA should have a concentration of ten (10) to fifteen (15) currently migratory students enrolled during the previous year, although this is not an established minimum number of students required for participation. The State Department of Education authorizes funds on the basis of need and feasibility of the project. Each request for funding will undergo a comprehensive study by the Migrant Section of the State Department of Education.

For summer programs, a school having a total of ten (10) currently migratory students is eligible for one teacher and related costs. The number would not be based on regular term attendance unless the students entered during the regular term and will attend the summer session. Instead, the number would be based upon the migrants in the community or schools the previous summers. If the school has had a summer program previously, the school would not qualify for more teachers than it had during the previous summers without special permission from the State Department of Education.

Since the modest beginning with federal funds during fiscal year 1967, there has been a steady increase in the number of children of migratory agricultural workers enrolled in educational programs within the State of Oklahoma. During the 1978-1979 school year, the State Department of Education authorized and funded 32 LEA projects including: Altus, Amber-Pocasset, Arnett, Binger, Blair, Boise City, Burns Flat, Butler, Clinton, Custer, Davidson, Eakly, Eldorado, Felt, Frederick, Gould, Grandfield, Granite, Hobart, Hollis, Lookeba-Sickles, Mangum, Martha, Mountain Park, Olustee, Ryan, Sentinel, Snyder, Southside, Terral, Washington and Waurika.

There is evidence to suggest that the identified children in migrant programs represent a small portion of the migratory children in Oklahoma. It is entirely possible that the urban school districts also have migratory students in sufficient numbers to justify establishing migrant programs. The State Department of Education recommends a thorough survey of the students in each school district, rural or urban, to identify children who qualify as migratory students

according to the U.S. Office of Education guidelines.

Identification of Children

One of the first issues to be resolved in implementing a migrant program is to determine if there is a sufficient number of migrant children to justify a program. No matter what planning strategy is applied, the LEA administrator will be concerned with the question, "Who is considered a migrant child?" Please refer to the Definition Section of this Handbook. A definition, however, is a minor point; the major task will be finding migrant students.

How do we "find" migrant children? Of course, there is no easy answer to this question. As part of the normal operation of the school, most migratory children will automatically enroll. The school personnel must be alert when enrolling new students to collecting adequate data which will identify migrant students. In some migrant families the children, especially the older ones, are encouraged to work in the fields to increase the family income during the short working season. To overcome this problem, the LEA will want to make use of such tactics as soliciting assistance from a local recruiter, the County Extension Agent, the regional office of the Oklahoma Employment Security Commission, the County Welfare Office, the regional office of the Oklahoma Rural Opportunities, Incorporated and others. These agencies can provide much help in finding children. Another strategy would be to collect information about potential migrants from students attending school. Local farmers are another source of collecting information about migrants. A school employee, preferably bilingual, should visit homes, farms, processing plants, nurseries,

fish farms or any other place where the information collected leads them.

When potentially eligible migrant children are identified certain other information (with approval of parents) should be collected. Information would include: migrant status, migrant pattern, home base, length of stays, legal and current parents or guardians. Other basic information includes (name, address, telephone, birthdate, sex, etc.). As eligible children are identified, they should be placed on the MSRTS data base, where additional information like health, special interests, special programs, reading, math, early childhood, oral language, and test data is made available to authorized educational and health personnel in states wherever services are provided to migrant children.

Program Needs

The needs assessment process should attempt to identify the problems based upon documented needs. The accountability needs assessment should be reviewed at this point for needs peculiar to migrant students. A need may be defined as the discrepancy between "what is" and "what should be". A problem is identified when a particular discrepancy or set of discrepancies related to the migrant children's educational opportunity has been selected for resolution.

The Oklahoma State Department of Education Guidelines for Migrant Education Programs requires that priority needs shall be determined through consultation with and input from teachers, parents of migrant children and others having awareness and knowledge of the needs specific to the migrant child.

A thorough description of the mechanics of conducting a needs assessment is in the Oklahoma State Department of Education publication entitled "Needs Assessment".

Resources

While the needs assessment is being conducted, the school should also survey the resources which could be used to support a migrant program.

Changes may need to be made in the structure of the curriculum to abide by the migrant guidelines. If so, then the total staff would need to be involved early in bringing about changes.

The staff should be surveyed to determine professional personnel qualified to assume the role of a migrant teacher and to determine the attitude of staff to such a program. All staff will need to receive training in relation to migrant children and programs, but such a survey will probably indicate that there are other staff needs that might also be addressed.

Availability and talents of paraprofessional personnel such as teacher aides should be studied. These positions are invaluable in making the migrant project work.

Facilities such as space, classrooms, libraries, media centers, administrative records handling, teaching resources, and community resources should be inventoried for planning a comprehensive migrant program. Plans should also be made for redesigning resources and shaping them for use in the project.

Parental Approval

When a child is identified as a migrant and information indicates there is a need for a program, the signature of the parent or guardian indicating consent to the child's participation must be obtained. The signature is usually obtained by a local person (recruiter). This signature is obtained on an eligibility form and may serve as a written record on which the child's eligibility was determined. If this document is used as a written record of eligibility, it must be filed in an appropriate place. (See Appendix A)

Migrant Student Record Transfer System

The Migrant Student Record Transfer System (MSRTS) provides computerized record transfer services to all states which have significant numbers of migrant workers. The main data bank and computer are located in Little Rock, Arkansas, and have access to teletype terminals in agricultural regions throughout the country. The nationwide computer network permits continuity in a child's education by allowing records to follow the family as it moves from community to community and from state to state.

When an LEA submits an application for funds to conduct a migrant education program, the LEA must agree to participate in the MSRTS. A written record verifying the students' eligibility to participate in a migrant program must be on file either in the migrant classroom or in the administrative office. The information pertaining to the students (Form M-4, Appendix B) must be promptly entered into the MSRTS. Program allocations will be funded on the basis of data available from MSRTS. No student is to be enrolled on the record

transfer system who does not qualify as either currently migrant or formerly (five-year) migrant. (See Appendix B)

Priorities

The needs collected should be reviewed by the staff for further verification which may be generated from school records. Questions such as, "Do our records show that the migrants need extra reading attention?", "Are parents declaring reading as their first priority?", and "Do we have any objective data on any of their reading needs?" may be asked.

Verification should be presented along with statements of need generated in the surveys and studies to the Migrant Program Parent Advisory Committee and members of the staff. Other involved persons familiar with the needs of the community's migrants may be asked to participate (even migrant students should be considered). From this study should emerge a prioritized list of needs that face migrant students and the school.

LEA Performance Objectives

After the priority needs have been identified in a valid procedure, the next step is to develop program objectives. They should specifically state what is to be accomplished and when it is to be done. Each of the objectives should be designed to relate back to resolving the priority needs identified. As a supplement to these objectives, there should be a set of activities to describe the sequence of events planned to accomplish the objective. Each application for a migrant education project shall contain objectives related to the identified priority needs of migrant children to be served by the program.

Program Emphasis

The migrant program provided by the State and an operating agency shall serve eligible migratory children according to their needs in the following order: (1) school-aged currently migratory children; (2) preschool currently migratory children; (3) school-aged formerly migratory children; and (4) preschool formerly migratory children. Formerly migratory student participation must not prevent the participation of currently migratory children nor dilute the effectiveness of programs for such children.

In addition to the previous statement, the age of the migrant children should be considered in planning educational programs. At the early childhood level, Oklahoma guidelines permit a migrant educational program to be established one grade level lower than the lowest grade offered in the school through the regular program. For example, if a kindergarten is offered for five-year-olds as a part of the regular program, a preschool program for four-year-old migrant children would be eligible. At the secondary level, a migrant child must be under eighteen years of age or must not have completed high school to be eligible for service.

The program emphasis should be on resolving the educational need of the students which require special classes. A special priority should be placed on providing remedial instruction at the elementary level (K-6), the junior high or middle school level (7-9) or (6-8), the high school level (10-12) or (9-12).

Self-contained classrooms are prohibited in the migrant education programs. This regulation has the effect of avoiding a number of undesirable situations. First of all, migrant funds must not be used

to supplant regular educational programs. From another point of view, the migratory students should not be segregated from the total school community.

It is not necessary for all migrant students to be included in a migrant program. A migrant student who does not need special classes or assistance should not participate in the program.

Evaluation

It is obvious that we need to look at what happens to students in a given experience in order to judge the real worth of a program. LEAs administering a migrant project are required to design an appropriate evaluation procedure to determine the extent to which program objectives are being accomplished and to provide information related to any revision that may be needed in the objectives and/or program activities. It is recommended that the evaluation design include both pre- and post-testing and encompass all of the activities that are included in the migrant program. The testing should attempt to evaluate both cognitive and non-cognitive objectives. A written evaluation report will be required of each project on an annual basis.

In addition to the self evaluation indicated above, the State Department of Education will conduct an onsite monitoring visit. A team of professional educators will visit 10 to 12 projects each year. Each project will be monitored once at least every three (3) years. The visiting team will monitor the project for a period of not less than two days to evaluate the project implementation procedure and process. To assure consistency, a monitoring instrument that includes objective and subjective data will be used. Personal interviews and classroom observation will also be used.

The Oklahoma State Department of Education has developed a comprehensive consolidated evaluation reporting system for eliciting data from LEAs for all federally funded programs including migrant education. LEAs administering a migrant project are asked each year to make the transition from grade equivalent to NCE data collection and to report student gains on the consolidated reporting form. The information reported is then compiled and becomes the basis for writing annual evaluation reports by each of the various sections of the federal programs.

PROGRAM IMPLEMENTATION

Staff Development

Personnel in migrant education programs should make every effort to become involved with in-service education programs sponsored by the State Department of Education. This includes administrators, teachers, aides, nurses, clerks, etc. Various kinds of training will be provided to prepare personnel for their responsibility. In a series of workshops, all project employees will be oriented to the special needs of the migrant child. In addition, they will study and practice the instructional techniques that have proved to be the most productive in instructing migrant students. They will also be provided opportunities to explore the many advantages of the complicated network of services provided and maintained by MSRTS.

Teachers Aide

In many migrant programs, a teacher's aide is employed to perform a variety of services. Especially important is the fact that a large percentage of the migratory students are bilingual. A bilingual aide is invaluable in helping with the classroom activities, serving as translator and functioning as a liasion between home and school.

In Oklahoma, the role of the teacher's aide is defined by State Department of Education regulations. In general the regulations indicate an aide shall not be given the responsibility of instructing children; and all assigned activities of the aide must be under the direct supervision of a certified teacher.

Class Size

It is recommended that no more than ten students be in a migrant program class at one time with a maximum of fifteen. A teacher assigned to a migrant program should not have the responsibility for instructing more than fifty students a day.

Supportive Services

Most professional educators realize that student achievement and social adjustment is effected by many factors other than the educational program. Students cannot be expected to achieve academically if they are deprived of basic needs. Therefore, migrant education regulations authorize expenditures for supportive services when they are necessary to enable eligible school-age and preschool children to participate effectively in instructional services that are designed to bring about an improvement of educational performance. In the past, the following supportive services have been components of migrant programs:

(1) Dental and medical checkups with appropriate follow-through treatment and care;

(2) Cultural enrichment activities (plays, field trips, group presentations);

(3) Purchase of personal school supplies;

(4) Clothing furnished the migratory student when necessary for regular school attendance;

(5) Food and transportation when it has been determined that the students' education has been disrupted from lack of these.

It is recommended that the student record from the National Migrant Student Record Transfer System be studied prior to providing dental or medical services. If needs other than those listed above are identified, the LEA administrator should contact the State Department of Education to obtain approval prior to making expenditures.

Migrant Lab

A migrant lab for statewide use has been established. The lab is complete with a media library. It has many films, filmstrips, records, texts, and other supportive materials available for use on a checkout basis by migrant project personnel. Periodic inservice and workshops are held for project staff and lab staff so that participants have knowledge of the lab catalogs of available materials, new equipment, methods and materials.

Food Services

During the regular school year, food services, if needed by migrant students, should be reimbursed by the School Lunch Division's Free and Reduced Lunch Program. In the summer months when the cafeteria is not normally open, the cost of salaries for food preparation personnel may be included in the Migrant Application Budget.

Community Contact

The very nature of the lifestyle of migrant families is conducive to children missing many days of school or dropping out entirely. Therefore, it is recommended that extensive community visitation be used to identify students dropped out of schools or encourage regular attendance of those enrolled.

Other Considerations

The preceding information presented numerous items to consider in finalizing a plan for a migrant program. As in any categorical program there are a number of safeguards that must be presented. The following are guidelines not covered in other sections:

(1) Instructional and special activities are to be conducted as written in the approved application, unless amendments in program activities and/or project budget have been submitted and given prior approval in writing by the Migrant Education Section of the State Department of Education.

(2) Equipment must not be purchased unless the need is documented in the application. Purchase of materials or equipment costing in excess of $400 requires prior approval. A letter of request stating in detail how the equipment will be used must be submitted to the State Department of Education Migrant Section. A return response from the State Department of Education Migrant Section will authorize purchase of equipment requested. Accurate equipment inventories must be maintained and a copy submitted annually to the State Department of Education Migrant Section.

(3) Personnel not listed on the application must not be listed for payment unless a revision has been filed and approved.

(4) Salaries for professional personnel in the migrant program must be in accord with the salary schedule adopted by the LEA for all personnel.

(5) Fringe benefits for professional personnel in the migrant program should follow the policies of the individual LEA. Matching contributions for Social Security and Teacher Retirement should be included in the budget.

(6) To assure appropriate utilization of funds according to federal legislation and state guidelines, the Administrative Officer of Migrant Education will be responsible for monitoring the fiscal operation of participating LEAs. In addition, an annual onsite audit by the Auditing Section of the State Department of Education will be conducted.

SUMMARY

The purpose of this handbook is to give a broad overview of the Migrant Education program in Oklahoma and across the nation. Hopefully, the information presented will encourage Oklahoma educators to further consider assessing the needs of migrants in their district. Obviously, we do not have adequate numbers of migratory children in every district to justify a migrant program. However, there probably are adequate numbers of migrant children in certain other areas that would justify a program. Migrant education is extremely vital and important. It is both complicated and technical.

The problems involved in migrant education are so numerous that this handbook only begins to prepare local officials with ideas on how to develop a migrant program. Therefore, if an LEA would like to give the migrant program further study, it is recommended that they request technical assistance from the Migrant Education Section, Oklahoma State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

APPENDIX A

SCHOOL INFORMATION (KEEP AND FILE)

LIST ALL CHILDREN IN A FAMILY	OKLAHOMA MIGRANT ENROLLMENT FORM CERTIFICATE OF STUDENT ELIGIBILITY

CHILDREN OF MIGRATORY WORKERS

GR	NAME			M or F	DATE OF BIRTH			V of N	BIRTHPLACE			ST
	LAST	FIRST	M.I.		MO	DAY	YEAR		CITY	COUNTY	STATE	

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CLASSIFICATION OR MIGRATORY STATUS

These definitions and information are to be utilized in certifying the eligibility of children for the migrant program.

"Agricultural Activity" means any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or as a principal means of personal subsistence; any activity directly related to the cultivation or harvesting of trees; or any activity directly related to fish farms.

"Fishing Activity" means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence.

"Currently Migratory Child" means a child whose parent or guardian is an agricultural or fisher worker who has within the past twelve months moved from one school district to another or has moved from one state to another in order or enable the person to obtain temporary or seasonal employment in an agricultural or fishing activity.

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"Formerly Migratory Child" means a child who was eligible to be counted and served as a currently migrantory child within the past five years, but is not now a currently migratory child; lives in an area served by a Title I Migrant Education project; and has the concurrence of their parent or guardian to continue to be considered a migratory child.

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"Guardian" means a person who has been appointed to be the legal guardian of the child through formal proceedings in accordance with State law; or a person who the SEA determines would be appointed to be the legal guardian of the child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or a person standing in the place of a parent to the child.

"Migratory Agricultural Worker" means a person who has moved from one school district to another or has moved from one state to another in order to enable them to obtain temporary or seasonal employment in an agricultural activity.

"Migratory Fisher" means a person who has moved from one school district to another or has moved from one state to another in order to enable them to obtain temporary or seasonal employment in a fishing activity.

ENTER THE APPROPRIATE STATUS NUMBER OF EACH CHILD IN THE LAST COLUMN

"1" If children are interstate - agricultural (moved from one state to another)

"2" If children are intrastate - agriculturbl (moved from one school district to another)

"3" If children are five-year provision - agricultural (formerly or five-year migrant)

"4" If children are interstate - fishermen (moved from one state to another)

"5" If children are intrastate - fishermen (moved from one school district to another)

"6" If children are five-year provision - fishermon (formerly or five-year migrant)

NAME OF LEGAL FATHER

NAME OF LEGAL MOTHER

LEGAL PARENT(S) ADDRESS

HOME BASE CITY STATE

NAME OF CURRENT PARENT(S) OR GUARDIAN(S)

CURRENT PARENT(S) OR GUARDIAN(S) ADDRESS

HOME BASE CITY STATE

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Date parent(s) or guardian(s) moved into district or state. Month_____ Day_____ Year_____. District or state of last residence _____.

If agricultural please list crop _____, If fishery list activity _____. If other list _____.

The purpose of the move to this district was related to seeking or engaging in temporary or seasonal employment in agricultural, commercial fishing or in related food processing activities.

I grant permission for my children to participate in the Migrant Program and to receive all health and academic services offered by the Migrant Program.

The Migrant Student Record Transfer System has been explained to me and I grant permission for the migrant staff to collect and place academic and health information about my children on this system. I grant permission for this record to be sent to the next school in which my children are enrolled. I understand that I may request and see a copy of this record at any time.

SIGNATURE OF PERSON OBTAINING INFORMATION ON THIS FORM

SIGNATURE OF LEGAL OR CURRENT PARENT(S)

DATE: MONTH_____ DAY_____ YEAR_____

APPENDIX B

TERMINAL OPERATOR INFORMATION

FILL OUT ONE COPY OF THIS PAGE FOR EACH STUDENT	FORM M-4
MIGRANT STATUS (CIRCLE ONE) 1 2 3 4 5 6	OKLAHOMA MIGRANT ENROLLMENT FORM MAIL TO: MIGRANT RECORD TERMINAL OPERATOR 215 NORTH LEE ALTUS, OKLAHOMA 73521

STUDENT'S LAST NAME	FIRST NAME	M.I.	M or F	DATE OF BIRTH MO DAY YEAR	VER.	AGE	STUDENT NUMBER	MNE
BIRTHPLACE (City)	COUNTY	STATE		HOME BASE CITY		STATE		

LEGAL PARENTS		CURRENT PARENTS	
DATE PARENTS MOVED INTO DISTRICT OR STATE MO DAY YEAR	DISTRICT OR STATE OF LAST RESIDENCE	DATE PARENTS MOVED INTO DISTRICT OR STATE MO DAY YEAR	DISTRICT OR STATE OF LAST RESIDENCE
FATHER'S LAST NAME	FIRST NAME	FATHER'S LAST NAME	FIRST NAME
MOTHER'S LAST NAME	FIRST NAME	MOTHER'S LAST NAME	FIRST NAME
STREET OR RURAL ADDRESS	CITY	STREET OR RURAL ADDRESS	CITY
STATE	ZIP	STATE	ZIP

SCHOOL DATA

SCHOOL NAME	SCHOOL YEAR	SCHOOL ENROLLMENT DATE MO DAY YEAR	
SCHOOL IDENTIFICATION	COUNTY		
LAST SCHOOL THIS CHILD ATTENDED_____ STATE_____ HAS THIS CHILD EVER BEEN IN YOUR SCHOOL BEFORE?_____ SCHOOL YEAR_____			

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APPENDIX C

PART I FACE SHEET

SECTION I-APPLICANT/RECIPIENT DATA

FEDERAL ASSISTANCE

1. TYPE OF ACTION __ PREAPPLICATION X APPLICATION __ NOTIFICATION OF INTENT __ REPORT OF FEDERAL ACTION	2. APPLICANT'S APPLICATION (Assigned by SEA)	a. NUMBER
	3. STATE APPLICATION IDENTIFIER	a. NUMBER N/A
4. FEDERAL GRANTOR AGENCY a. Organizational Unit: Oklahoma State Department of Education b. Administrative Office: Title I-Migrant c. Street Address-P.O. Box: 2500 N. Lincoln d. City: Oklahoma City e. State: Oklahoma f. Zip Code: 73105	5. LEGAL APPLICANT/RECIPIENT a. Applicant Name: b. Street Address-P.O. Box: c. City: d. State: e. County: f. Zip Code: g. Contact Person (Name and Telephone):	
6. DESCRIPTIVE NAME OF THE PROJECT Migrant Education Project-ESEA Title I	8. FEDERAL FUNDING REQUESTED FY 79 C/O _____ FY 80 REGULAR _____ TOTAL _____	
7. PROGRAM (From Federal Catalog) a. NUMBER: 13.429 b. TITLE: Educationally Deprived Children/Migrants		
9. TYPE OF APPLICANT/RECIPIENT Local Educational Agency	11. TYPE OF APPLICATION X New Grant __ Continuation __ Other	
10. TYPE OF ASSISTANCE X Basic Grant __ Supplemental Grant		
12. NAMES OF PROJECT SCHOOLS a. _____ b. _____ c. _____ d. _____ e. _____	f. _____ g. _____ h. _____ i. _____ j. _____	
13. ESTIMATED NUMBER OF PERSONS BENEFITING _____	14. PROJECT START a. Year _____ Month _____ Day _____ b. PROJECT ENDING Year _____ Month _____ Day _____ c. LENGTH OF PROJECT _____ WEEKS	
15. CONGRESSIONAL DISTRICT a. Number _____	16. DATE SIGNED _____	

SECTION II-CERTIFICATION

17. THE APPLICANT CERTIFIES THAT to the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

18. CERTIFYING REPRESENTATIVE a. Typed Name and Title _____	b. Signature _____

PART II

PROJECT APPROVAL INFORMATION

ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?

☐ Yes ☒ No

Name of Governing Body _____
Priority Rating _____

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?

☐ Yes ☒ No (Attach Documentation)

Name of Agency or Board _____

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

☐ Yes ☒ No

(Attach Comments)

ITEM 4
Does this assistance request require State, local, regional, or other planning approval?

☐ Yes ☒ No

Name of Approving Agency _____
Date _____

ITEM 5.
Is the proposed project covered by an approved comprehensive plan?

☐ Yes ☒ No

Check one:
State
Local
Regional
Location of Plan _____

ITEM 6.
Will the assistance requested serve a Federal installation?

☐ Yes ☒ No

Name of Federal Installation _____
Federal Population benefiting from Project _____

ITEM 7.
Will the assistance requested be on Federal land or installation?

☐ Yes ☒ No

Name of Federal Installation _____
Location of Federal Land _____
Percent of Project _____

ITEM 8.
Will the assistance requested have an impact or effect on the environment?

☐ Yes ☒ No

See instructions for additional information to be provided.

ITEM 9.
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

☐ Yes ☒ No

Number of:
Individuals _____
Families _____
Businesses _____
Farms _____

ITEM 10.
Is there other related assistance on this project previous, pending, or anticipated?

SEE NEXT PAGE

☒ Yes ☐ NO

See instructions for additional information to be provided.

PART II Item #10 Other Related Assistance

Many governmental and voluntary agencies provide identified services and resources that may be coordinated with project resources in meeting the needs of project participants. If your school district utilizes services or resources from the following list, enter the amount of resources utilized in the blank column.

Federal Catalog No.	Name of Program	Type of Assistance	Estimated Amount
10.553	School Breakfast Pro.	Formula Grant	_____
10.555	School Lunch Program	Formula Grant	_____
13.246	Health	Project Grant (contract)	_____
13.403	Bilingual	Project Grant	_____
13.493	Vocational Education	Formula Grant	_____
13.533	Right-to-Read	Project Grant (contract)	_____
13.600	Headstart	Project Grant	_____
17.232	Comprehensive Employment & Training Act	Project Grant	_____

If service or resource is not listed and your school district utilizes them, enter the federal catalog number, name of program, type of assistance and the estimated amount.

Federal Catalog No.	Name of Program	Type of Assistance	Estimated Amount
			_____
			_____
			_____
			_____

GRAND TOTAL _____

PART III DETAILED PROJECT BUDGET

NAME OF PERSON OR OBJECT CLASSIFICATION (1)	BUDGET ACCOUNT NUMBER (2)	CLASSIFICATION OF PERSONNEL OR OBJECT (3)	FY 79 CARRY-OVER FUNDS (4)	FY 80 FUNDS (5)
A. PERSONNEL				
B. SUPPLIES (Provide itemized list on following attachment)				
C. INSERVICE AND TRAVEL				
D. HEALTH SERVICES				
E. PUPIL TRANSPORTATION				
F. OPERATION OF PLANT				
G. MAINTENANCE OF PLANT				

NAME OF PERSON OR OBJECT CLASSIFICATION (1)	BUDGET ACCOUNT NUMBER (2)	CLASSIFICATION OF PERSONNEL OR OBJECT (3)	FY 79 CARRY-OVER FUNDS (4)	FY 80 FUNDS (5)
H. FRINGE BENEFITS		1. Social Security 2. Teacher Retirement 3. Unemployment Insurance 4. Workmen's Compensation		
I. STUDENT BODY ACTIVITIES				
J. EQUIPMENT (Provide itemized list on following attachment)				
K. OTHER				
INDIRECT COST	XXXXXXX	APP'D RATE___% AMT. OF I.C.	XXXXXXXXXXX	
		GRAND TOTAL		

BUDGET (Include only rounded dollar amounts of Title I Funds)

	Expenditure Accounts (See OE Handbook II) (1)	Account Number (2)	EXPENSE CLASSIFICATION FY 1979 Carry-over Funds Salaries (3)	Contracted Services & Other Expenses (4)	Total Amount (5)	FY 1980 Funds Salaries (6)	Contracted Services & Other Expenses (7)	Total Amount (8)
1	Administration	100	$	$	$	$	$	$
2	Instruction	200						
3	Attendance Services	300						
4	Health Services	400						
5	Pupil Transportation	500						
6	Operation of Plant	600						
7	Maintenance of Plant	700						
8	Fixed Charges	800	XXXXXXX			XXXXXXX		
9	Food Services	900	XXXXXXX			XXXXXXX		
10	Student Body Activities	1000						
11	Community Services	1100						
12	Sites	1210	XXXXXXX			XXXXXXX		
13	Buildings	1220 A & B	XXXXXXX			XXXXXXX		
14	Remodeling	1220 C	XXXXXXX			XXXXXXX		
15	Equipment for Instruction	1230 C	XXXXXXX			XXXXXXX		
16	All Other Equipment	1230 except C	XXXXXXX			XXXXXXX		
	Indirect Cost	Rate %	XXXXXXX	XXXXXXXXXXX	XXXXXXX	XXXXXXX	XXXXXXXXXXX	
17	TOTALS	XXXXXXXXXXX						

FY 79 C/O _____

FY 80 Regular _____

TOTAL BUDGET _____

SUPPLIES
(200 Other Account)

(Expenditures for textbooks; basic text materials such as readers, workbooks, activity books, etc.; teaching supplies such as tests, chalk, paper, pencils, crayons (consumable supplies), etc.)

QUANTITY	ITEM	UNIT PRICE	AMOUNT

Total amount this page _____

Total Supplies _____

SUPPLIES
(200 Other Account)

(Expenditures for textbooks; basic text materials such as readers, workbooks, activity books, etc.; teaching supplies such as tests, chalk, paper, pencils, crayons (consumable Supplies), etc.)

QUANTITY	ITEM	UNIT PRICE	AMOUNT

Total amount this page _____

Total Supplies _____

EQUIPMENT
(1230C and 1230 except C accounts)

(1230C expenditures for equipment for instruction such as desks, chairs, tables, bookcases, typewriters, 16 mm projectors, record players, slide projectors, filmstrip projectors, etc.; 1230 except C equipment such as furniture, furnishings, and machinery that are not integral parts of the building or building service).

QUANTITY	ITEM	UNIT PRICE	AMOUNT

Total amount this page _____

Total Equipment _____

EQUIPMENT
(1230C and 1230 except C accounts)

(1230C expenditures for equipment for instruction such as desks, chairs, tables, bookcases, typewriters, 16mm projectors, record players, slide projectors, filmstrip projectors, etc.; 1230 except C equipment such as furniture, furnishings, and machinery that are not integral parts of the building or building service).

QUANTITY	ITEM	UNIT PRICE	AMOUNT

Total amount this page _____

Total Equipment _____

PART IV PROJECT NARRATIVE

A.

ESTIMATED NUMBER OF MIGRATORY CHILDREN TO BE SERVED IN THE PROJECT BY SCHOOL LEVEL								
	Prekinder-garten (1)	Kinder-garten (2)	Elementary 1-3 (3)	Elementary 4-6 (4)	Secondary 7-9 (5)	Secondary 10-12 (6)	Unclassi-fied (7)	Total (8)
Intra-state								
Inter-state								
Five-Year								
Totals								

INDICATE TYPE OF PROGRAM BY SCHOOL TERM ☐ REGULAR TERM ☐ SUMMER

B. DESCRIPTION OF PROJECT ACTIVITIES

1. Fill in: Tutorial _____ Self-Contained _____ Grade Levels (Circle one or combination)
PK K 1-3 4-6 7-9 10-12

Dates in operation Year _____ Month _____ Day _____
to Year _____ Month _____ Day _____.

2. Type a detailed description of your program for migrant students in order that anyone unfamiliar with your school would understand the activities. Include in the description the following criteria: (1) type of instructional program; (2) how is program taught; (3) exemplary or unique features; (4) cooperation with other states; (5) cooperation with other projects within the state; (6) identification and recruitment process; (7) community and parental involvement; (8) what type of migrants you have, where they come from, where do they go, what are their patterns; (9) types of agricultural or fishery activities with which migrants become involved in your community; (10) description of crops in your area; (11) types and number of staff to be employed; (12) how eligible children are served; (13) how children benefit from migrant services; and (14) general description of objectives to be achieved by each level of migrants.

C. ATTACH COPY OF TEACHER(S) SCHEDULE (Class Schedule)

D. CONDUCTING THE NEEDS ASSESSMENT

1. Type the procedures used in determining the major educational needs of students listed in the needs assessment data. Be specific as to criteria and factors utilized in determining pupil needs and order of priorities as listed on the needs assessment data sheet. Include information revealing the role of private school representatives and recommendations of parent councils.

E.

NEEDS ASSESSMENT DATA

NAME OF SCHOOL _____

GRADE LEVEL (1)	SOURCE OF INFORMATION (2)	DATE ADMIN-ISTERED (3)	SKILL OR KNOWLEDGE AREA (IDENTIFY AS COGNITIVE, AFFECTIVE OR PSYCHOMOTOR) (4)	NO. OF CHILDREN (5)	DEGREE OF DEPRIVATION (6)	IDENTIFIED STUDENT NEEDS (7)

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F. LIST THE NEEDS IDENTIFIED IN COLUMN (7) IN PRIORITY ORDER:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

G. PROJECT PLANNING

OBJECTIVES TO MEET PRIORITIES (8)	PROJECT COMPONENT (9)	PARTICIPANTS		COMPONENT COST (12)	ACTIVITIES (13)
		GRADE (10)	NO. (11)		

H. EVALUATION PLAN - BRIEFLY DESCRIBE HOW YOU PLAN TO EVALUATE EACH COMPONENT. INCLUDE MEASURING DEVICES, DATA ANALYSIS, AND OTHER FACTORS INCLUDED IN YOUR PLAN.

I. DESCRIPTION OF ACTIVITIES

1. Describe the support services the project will provide to enhance the instructional areas.

2. Indicate inservice training for project staff members, including joint training activities for education aides and professional staff members.

3. Indicate provisions for your participation in the National Migrant Student Record Transfer System (MSRTS).

4. Indicate plans for parental and community involvement in the migrant program.

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5. Describe the manner in which interstate and interagency cooperation is implemented.

6. Describe the manner in which interstate and interagency cooperation is implemented.

6. Describe procedures for implementing provisions of law relating to public information and dissemination requirements.

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I. DESCRIPTION OF ACTIVITIES (cont'd)

7. Describe how your project utilizes local services like day care, county health, etc., to enhance the migrant program. List cooperative agencies available in your area for support services.

8. Give an explanation for provisions in the law relating to serving fewer eligible migratory children than the number of these eligible children living in the area.

9. Describe how the LEA assures that no eligible migratory child will be prevented from benefiting fully from the project's services because he or she does not speak English or has limited English language skills.

PART V ASSURANCES
Title I, Migrant, As Amended

SCHOOL DISTRICT _____ NO. _____ COUNTY _____

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

1. It will comply with the regulations, policies, guidelines and requirements as they relate to the application, acceptance and use of Federal funds for this federally-assisted project;

ALSO THE APPLICANT ASSURES AND CERTIFIES TO THE GRANT THAT:

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) Form 441. No person in the United States shall, on the ground of race, color, or National origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance.

3. It will comply with Title IX of the Education Amendmens of 1972 (P.L. 92-318) Form 639. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the applicant receives benefits from federal financial assistance.

4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794) Form 641.

5. It will assure and certify that the LEA will transfer the educational records of the migratory children participating in the State program in accordance with the regulations, policies, guidelines, and requirements included in the Family Educational Rights and Privacy Act (FERPA) of 1974; Section 438 of the General Education Provisions Act (GEPA), (Title IV of P.L. 90-247), as amended by P.L. 95-561; and the Education Amendments of 1974 (P.L. 93-380) (45 CFR Part 116d) (Section 116d.32(k)).

6. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.

7. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

8. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

9. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business or other ties.

ASSURANCES (cont'd)

10. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

11. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.

12. It will insure that the facilities under its ownership. lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities.

13. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976.

14. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 et seq.).

_____
Signature Authorized Official

_____
Title

_____
Date

FORM APPROVED
OMB NO. 68-R1143

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

IDENTIFICATION NUMBER *(If known)*

PROTECTION OF HUMAN SUBJECTS CERTIFICATION

☐ Contract ☐ New
☐ Grant ☐ Renewal
☐ Fellowship ☐ Continuation

STATEMENT OF POLICY: Safeguarding the rights and welfare of human subjects involved in activities supported by grants or contracts from the DHEW is the responsibility of the institution which receives or is accountable to the DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of the Department that no grant or contract for an activity involving human subjects shall be made unless the application for such support has been reviewed and approved by an appropriate institutional committee. (Reference: "Institutional Guide to DHEW Policy on the Protection of Human Subjects.")

1. TITLE OF PROPOSAL

2. PROJECT DIRECTOR/PROGRAM DIRECTOR/FELLOW

POSITION TITLE

3. INSTITUTIONAL COMPONENT OR DEPARTMENT

4. CHECK ONE OF THE FOLLOWING STATEMENTS AS APPLICABLE:

☐ A. This application does not propose any activities that would involve human beings who might be considered subjects, human material, or personal data from primary or secondary sources.

☐ B. This is to CERTIFY that this application which does propose activities involving human subjects has been reviewed and approved by our institutional committee on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. (The review date should be recent; certification is invalid if review date would precede award date by more than one year.)

☐ C. This is to CERTIFY that this application which proposes to involve human subjects is pending review on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. If the committee does not review and approve the proposal by or on the date certified, the agency office requesting this certification will be notified immediately by telephone, telegraph, or mail. (Review date should precede requested or planned date of award by at least one month whenever possible.)

☐ D. This application proposes to involve human subjects. This institution does not now have an active assurance on file with the DHEW. I understand that information on the assurance procedure will be received should the application become eligible for an award.

5. SIGNATURE OF INSTITUTIONAL OFFICIAL AUTHORIZED TO SIGN PROPOSALS

DATE

6. TITLE

TELEPHONE NO. *(Code, No., Extension)*

7. NAME AND ADDRESS OF INSTITUTION *(Street, City, State, ZIP code)*

NOTE TO AGENCY: This form should NOT be included with application forms that have provision for human subject certification. It may be used to request certification, or correction of certification.

HEW 576 *Formerly* NIH 1611)
8-72

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO THE AGENCY REQUESTING ITS COMPLETION

PART VI AGREEMENT

THIS AGREEMENT, entered into as of this _____ day of _____, 19___, by and between _____ School District Number _____, County of _____, State of Oklahoma, hereinafter referred to as the "Local Education Agency", and State of Oklahoma Department of Education, Elementary and Secondary Education Act 89-10, Title I hereinafter referred to as the "State Education Agency."

WITNESSETH THAT:

WHEREAS, the Local Education Agency, on the _____ day of _____, 19___, received a Grant under Title I of the Elementary and Secondary Education Act of 1965, said Grant No. _____ and;

WHEREAS, the State Education Agency desires to engage the Local Education Agency to render certain assistance in such undertakings;

NOW, THEREFORE, the Local Education Agency and the State Education Agency do mutually agree as follows:

1. The Local Education Agency shall, in a satisfactory and proper manner as determined by the State Education Agency, perform the following services for children of migratory agricultural or fishermen workers only:
(Description of Activities and Services Attached)

2. The LEA shall commence performance of this contract on the _____ day of _____, 19___, and shall complete performance no later than the _____ day of _____, 19___. The completion date shall be no later than the date of expiration of the grant.

3. The LEA shall maintain such records and accounts, including property, personnel, and financial records, as are deemed necessary by the SEA to assure a proper accounting for all project funds. These records will be made available for audit purposes to the SEA and will be retained for three years after the expiration of this Contract unless permission to destroy them is granted by the SEA.

4. The LEA shall spend no more than $_____ (total c/o plus regular grant) in the performance of this Contract.

5. IN WITNESS THEREOF, the LEA and the SEA have executed this agreement as of the date first above written.

_____	Oklahoma State Department of Education
Name of LEA	Name of SEA
BY: _____	BY: _____
Administrator	State Department of Education
Subscribed and Sworn to before me _____, 19___.	Subscribed and Sworn to before me _____, 19___.
My Commission expires _____, 19___.	My Commission expires _____, 19___.
_____	_____
Notary Public	Notary Public